

EDUCATION AND PSYCHO-ANALYSIS

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child against doing or receiving real harm on the other, the analyst acts as the child's ego in the real world ; but at the same time he co-operatively responds to the play phantasies of the child, by accepting whatever role the child puts upon him in the play itself. This role is always initiated by the child, although accepted and responded to by the analyst. Now, the analyst may have to be a passenger in the motor car which the child drives; now, a mother of babies, who receives a visit from " Uncle Tom "—that is, the " good " father ; now, a bad child at school who has done her sums wrong, or been talking when she should have been working, and is told by her " teacher " (the child) to stand in the corner as a penance ; now, a lady in a restaurant to be served by the child as waiter ; now, a maid herself, to clean the floor. The play function of the analyst changes from moment to moment, as the child externalises the various *dramatis persona* of his own inner life. Sometimes the analyst represents the bad wish-self, sometimes the helpful real person, the real ego of the child , or the real " good " parent; sometimes the bad, attacking, phantasied super-ego or threatening judge, who will, if not herself annihilated, eat up and burn or destroy the child in instant retribution. But the analyst is all the time functioning also as an *ego*, since through all these dramatic situations she makes clear to the child at each point what he, the child, is doing and why he is assigning this or that part to the analyst; and so assists the intelligence and judgment and sense of reality of the child himself to work upon the material of his own inner world. Through all this change of phantasy the child gradually builds up a sense of real

trust and confidence in the analyst as a person to whom it is *safe* to show the inner world—apart, of course, from those moments of violent stress, when a new and deeper layer is being touched, and the analyst again, for the moment, becomes the bad, avenging parent, until the stress is again relieved by further interpretation.

This account of the analytic situation, though altogether inadequate to its complexity, may perhaps suffice to show what a completely different situation it is from that of the teacher and educator.

There are, thus, three main differences between the educational and the analytic situation: (i) The analyst has to uncover and accept and follow up not only the love of the